



**THE SUNY CHARTER SCHOOLS**  
**INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
AMBER CHARTER SCHOOL  
EAST HARLEM*

**Report Date: October 4, 2019**

**Visit Date: June 5–6, 2019**

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**Charter Schools Institute**  
The State University of New York

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# INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,  
2013 and available at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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## REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



## RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/renewal](http://www.newyorkcharters.org/renewal).

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Amber Charter School East Harlem and renew Amber Charter Schools' authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 5<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 525 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>3</sup>

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

Enrollment and retention targets apply to all open and operating charter schools. Amber Charter School East Harlem ("Amber East Harlem") received a full-term renewal from the SUNY Trustees in 2015, and was given targets at that time. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

3. SUNY Renewal Policies  
(p. 14).

4. See New York Education  
Law § 2852(2).

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets.

Amber East Harlem comes close to meeting its enrollment and retention targets for economically disadvantaged students and plans to increase its efforts to meet its targets for enrolling students with disabilities and ELLs. The school will utilize the following strategies to recruit the subgroups of students:

- leveraging existing and new relationships with community leaders who provide programming for youth and families;
- participating in community events at local libraries, playgrounds, street fairs, and local organizations;
- advertising in the community at bus stops, local newspapers, online community groups, and other methods of social media;
- hosting information sessions for prospective families with detailed information regarding the school's special education program and services for ELLs;
- providing individual family meetings to prospective families whose children have special needs to describe the school's programs;
- translating promotional materials in multiple languages other than English;
- seeking assistance of community partners in identifying opportunities in their programs to speak with families and spreading the word with families they contact;
- ensuring that a Spanish language speaking volunteer or staff member is available during community outreach; and,
- attending Kindergarten school fairs and visiting pre-Kindergarten schools and daycares.

For additional information on the school's enrollment and retention target progress, see Appendix A.

#### CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

*As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.*

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## AMBER CHARTER SCHOOL EAST HARLEM

### BACKGROUND

The SUNY Trustees approved the original charter for Amber East Harlem on January 21, 2000. The school opened its doors in the fall of 2000 initially serving 120 students in Kindergarten and 1<sup>st</sup> grade. The school is authorized to serve 520 students in Kindergarten – 5<sup>th</sup> grade during the 2019-20 school year and will continue to serve students in Kindergarten – 5<sup>th</sup> grade with a projected total enrollment of 525 students.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025. The school is located in privately leased spaced at 220 East 106<sup>th</sup> Street, New York, NY 10029 in New York City Community School District (“CSD”) 4.

The mission of Amber East Harlem is:



*To provide our students with an academically rigorous and well rounded education, along with strong character development, which will enable them to prosper in their future endeavors.*

Amber Charter Schools, the education corporation, also operates Amber Charter School Kingsbridge, which is in its 4<sup>th</sup> year of operation in Bronx CSD 10. In March 2019, the SUNY Trustees granted Amber Charter Schools authority to operate a third school, Amber Charter School III (“Amber III”), which is scheduled to open in September 2020 and replicate the existing Amber program.

The Shared Support Team (“SST”), an internal management team, oversees the operational and fiscal management of the Amber Charter Schools. The SST provides a variety of services including, but not limited to, financial management and oversight; talent management and recruiting; operations, leadership, and administration; education and instruction related services; communications; community relations; student recruitment; admissions; and, policies and procedures.

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

Amber East Harlem is an academic success having met or come close to meeting all of its Accountability Plan goals in its fourth charter term. The school demonstrates success in the following manner:

- In English language arts (“ELA”), the school nearly doubled its proficiency rate over its Accountability Period, from 34% in 2014-15 to 66% in 2017-18. Amber East Harlem also outperformed 86% of all public schools statewide in 2017-18.
- In mathematics, Amber East Harlem outperformed the local district in every year of the charter term and performed higher than expected to a large degree compared to demographically similar schools across New York State consistently meeting its effect size target of 0.3 each year of the Accountability Period.
- From 2015-16 to 2017-18, 100% of the school’s 4<sup>th</sup> grade students scored at or above proficiency on the state science examination.
- Amber East Harlem posted high results for its at-risk student population over the charter term. Notably in 2017-18, 41% of the school’s students with disabilities scored at or above proficiency on the state ELA examination exceeding the district performance by 28 percentage points.

Amber East Harlem has an effective program consisting of high quality instructional leaders and programmatic elements that allow teachers to deliver lessons that improve student achievement. Teachers develop rigorous curricular materials that ensure students are well prepared for entering middle and high schools. Over the course of this charter term, Amber East Harlem devoted considerable resources to revising its curricula to align with the rigor of the state performance standards. Amber East Harlem also strengthened its assessment and data collection systems and utilizes data to inform all instructional decisions. The “Amber Way,” which focuses on five core character traits of achievement, community, responsibility, honesty, and respect, provides the foundation for the school’s culture. The school infuses the “Amber Way” in classroom lessons, service projects, and professional development.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Amber East Harlem a Subsequent Full-Term Renewal of five years.

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## NOTEWORTHY

Over the charter term, Amber East Harlem posted high results for its at-risk student population in ELA and mathematics. Notably in 2017-18, 41% of the school's students with disabilities scored at or above proficiency on the state ELA examination exceeding the performance of the district's students with disabilities in the same grades by 28 percentage points. Also that year, 32% of Amber East Harlem's students with disabilities scored at or above proficiency on the state mathematics examination surpassing the district performance by 17 percentage points.

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# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

At the beginning of the Accountability Period,<sup>5</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”<sup>6</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the Board of Regents”<sup>7</sup> for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

**ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?**

**COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?**

**GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?**

5. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Amber East Harlem did not propose any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress attainment, comparison to local district, comparison to demographically similar schools, student growth, and, if applicable, high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school’s ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school’s comparative performance and growth to

determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Amber East Harlem relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Amber East Harlem's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Amber East Harlem's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school's ability to grow student achievement at the same rate as schools serving similar students across the state. In one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

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## HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

In its fourth charter term, Amber East Harlem met or came close to meeting its key academic Accountability Plan goals in ELA, mathematics, and science. In 2017-18, the school outperformed 86% of all public schools statewide in ELA and 80% percent of schools statewide in mathematics. The school also met its NCLB/ESSA goal over the charter term.

Amber East Harlem posted high achievement in ELA over its charter term meeting or coming close to meeting its goal in each year of the Accountability Period for which data are available. The school outperformed the district in each year and increased the gap between the school and district consistently over the term. In 2017-18, with 66% of the school's students enrolled in at least their second year performing at or above proficiency, Amber East Harlem outperformed the district's students in the same grades by 26 percentage points. The school also exceeded the target for its comparative effect size measure in each year of the Accountability Period. In comparison to schools across New York State enrolling similar percentages of students who are economically disadvantaged, the school performed higher than expected to a large degree. Although the school posted a mean growth percentile that fell below the target of 50 during two years of the Accountability Period, Amber East Harlem increased its percentage of students scoring at or above proficiency dramatically over the term: from 2014-15 to 2017-18 the school increased its overall proficiency rate by 32 percentage points.

Amber East Harlem came close to meeting its mathematics goal in each year of its Accountability Period consistently outperforming its district and similar schools statewide. The school posted mean growth percentiles that fell slightly below the target of 50 in each year of the term, but demonstrated strong comparative achievement. From 2014-15 to 2017-18, the school outperformed the district by at least seven percentage points. Notably in 2017-18, the school increased its absolute proficiency rate by 19 percentage points from the prior year and grew the gap between the school and the district to 26 points. Amber East Harlem performed higher than expected to a large degree in comparison to demographically similar schools statewide in all four years. The school posted effect sizes well above the target of 0.3 from 2014-15 to 2017-18.

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Amber East Harlem also met its science goal during the term exceeding the target for both measures in every year. From 2014-15 to 2017-18, the school's 4<sup>th</sup> grade students enrolled in at least their second year posted proficiency rates above the target of 75%. Notably, 100% of the school's tested students scored at or above proficiency for the past three years, and the school outperformed the district in all four years.

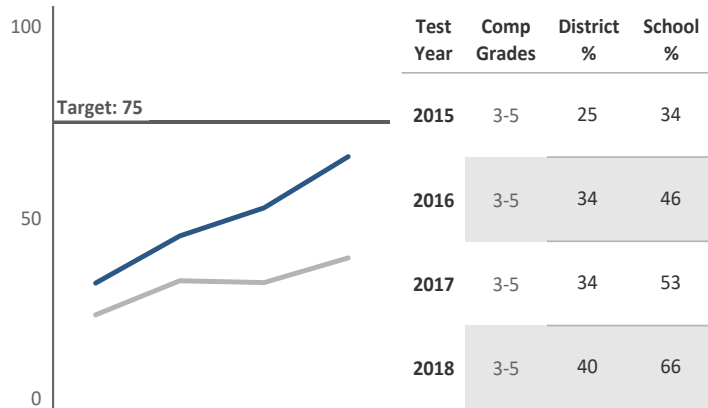
Amber East Harlem remained in good standing under the state's NCLB and more recently ESSA accountability system over the charter term.

# ACADEMIC PERFORMANCE

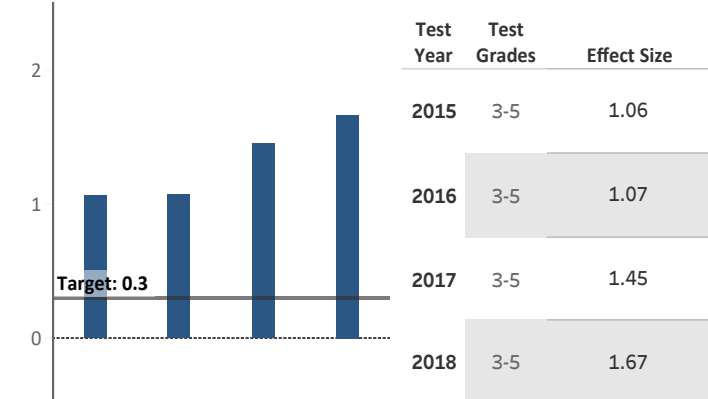
## AMBER CHARTER SCHOOL EAST HARLEM

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

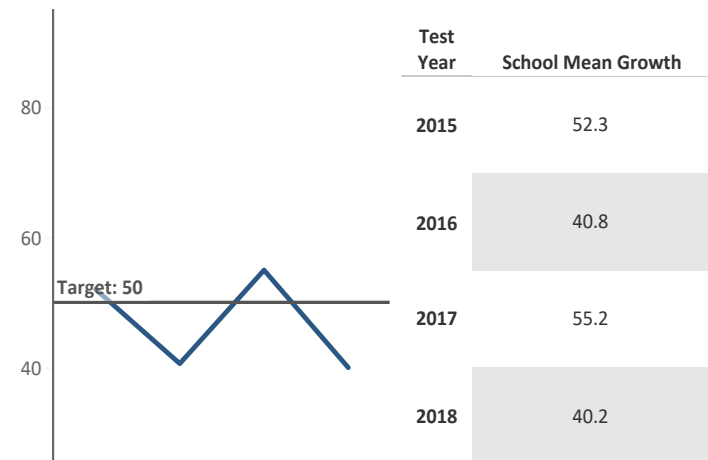
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the district.



**Comparative Measure: Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



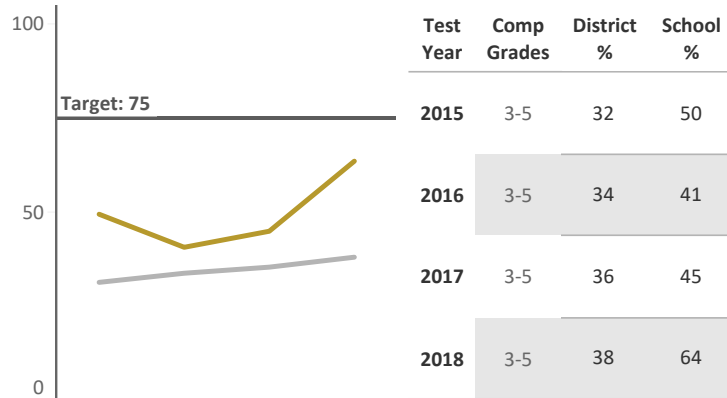
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# ACADEMIC PERFORMANCE

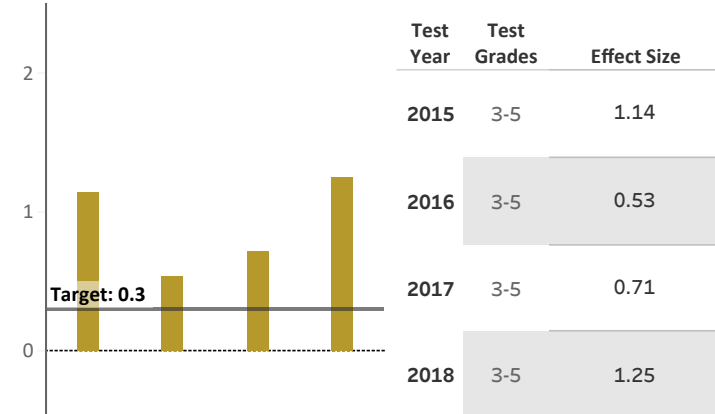
## AMBER CHARTER SCHOOL EAST HARLEM

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

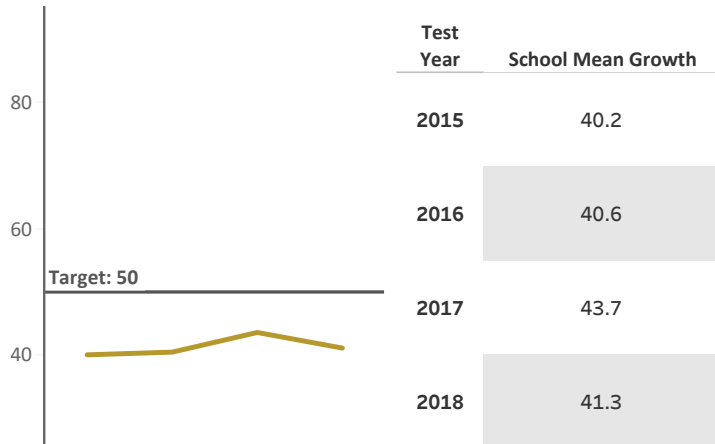
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



**Comparative Measure: Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **mathematics**.

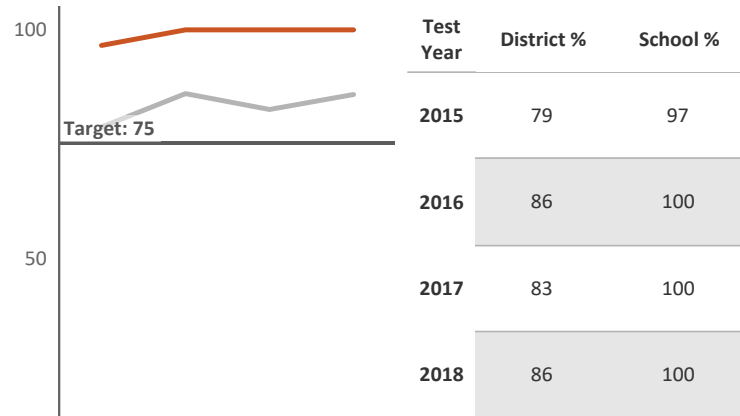


# ACADEMIC PERFORMANCE

## AMBER CHARTER SCHOOL EAST HARLEM

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
<b>Enrollment Receiving Mandated Academic Services</b>	87	84	89
<b>Tested on State Exam</b>	29	35	34
<b>School Percent Proficient on ELA Exam</b>	27.6	22.9	41.2
<b>District Percent Proficient</b>	8.2	8.8	13.5
	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>ELL Enrollment</b>	24	23	45
<b>Tested on NYSESLAT Exam</b>	24	19	45
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	70.8	15.8	35.6

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

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## **DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?**

Amber East Harlem has an assessment system that improves instructional effectiveness and student learning. The school has a thoughtfully developed approach to assessment that provides useful, ongoing data to inform and adapt instruction to student needs, which results in improved student learning. The instructional leaders review the use and value of selected assessments for ongoing relevance and make any necessary changes. As a result, Amber East Harlem has built a data culture that supports an effective instructional program.

- Amber East Harlem regularly administers valid and reliable assessments aligned to the school curriculum and state performance standards. To measure student achievement in both ELA and mathematics, the school administers mock state assessments three times per year and baseline assessments twice per year. School leaders consistently evaluate the usefulness of the school's assessment suite. In 2018-19, school leaders worked with the board and the SST to eliminate the administration of the Terra Nova and the NWEA Measures of Academic Progress ("MAP") and replace these assessments with iReady, which the school determined more closely aligns with New York State standards. The school also administers the Developmental Reading Assessment ("DRA") to measure growth in reading comprehension, fluency, and accuracy skills, and to group students for instruction.
- The school has a valid and reliable process for scoring and analyzing assessments. Instructional leaders use Illuminate, an online database, to score and analyze multiple choice assessments. For open ended responses, staff developers lead professional development sessions to train teachers to norm the scoring process. Grade teams score assessments in a given content area for the respective grade, then another grade team reviews the scoring to check for accuracy.
- The school uses assessment results to meet student needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. During weekly data meetings, instructional leaders and teachers review student data by subgroups to identify students who may be struggling academically, modify groups for differentiated instruction, and adjust lesson content and pacing as needed. The school recognizes a need to include intervention teachers in this weekly review and is working to revise the schedule to include this collaborative time for the 2019-20 school year.

- The school has a data culture where teachers, instructional leaders, and the board regularly interpret assessment results and provide actionable feedback. School leaders include data in their monthly principal report presentations to the board. The board reviews assessments to determine the most reliable option in predicting state assessment outcomes and selects the most appropriate ones to meet the school's needs.
- Instructional leaders use assessment results to evaluate teacher effectiveness and to inform professional development and coaching strategies. The school holds teachers to high expectations for student achievement and student data counts for 40% of teacher evaluations. School leaders use a variety of student data points when working with grade level teams and teachers to set annual schoolwide, grade level, and individual teacher goals. Based on these performance goals, instructional leaders develop coaching strategies and professional development to enhance teacher development and promote student achievement.
- Amber East Harlem regularly communicates student progress to families. In addition to family conferences, report cards, and progress reports, teachers use Illuminate to share detailed parent letters for every classroom assessment. These letters provide parents with information about their child's score, standard, and content mastery as well as areas not yet mastered.

## DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Amber's curriculum supports teachers with instructional planning. The school leverages a number of commercial curricular products to develop lessons aligned to state standards and content expectations. Grade level teams work closely throughout the year to adjust pacing and to ensure vertical alignment.

- The school has a curricular framework with student performance expectations aligned to state standards and across grades. The school uses commercially developed curricular frameworks and materials aligned with state standards including Open Court Reading and Journeys for ELA instruction; and GO Math!, Fusion Science, and McGraw-Hill Social Studies are the primary curriculum products for mathematics, science, and social studies, respectively. Teachers also augment lessons with materials from other sources such as EngageNY.

- Amber East Harlem provides teachers with supporting tools that provide a bridge between the curricular framework and lesson plans. The school develops and updates unit plans, pacing guides, and scope and sequence documents for each content area with feedback from the previous year. The school makes adjustments throughout the year in response to student performance. Based on these documents, teachers know what to teach and when to teach it.
- Instructional leaders use student performance data to assess the rigor of the school's curriculum, and, based on student performance and needs, instructional leaders implement additional resources. For example, student performance data indicated a lack of proficiency with phonics and grammar so the school added Open Court Reading to the curricular resources. School leaders preview all curriculum additions and review for content alignment as well as ensure each new resource meets grade level expectations. The school also pilots lessons prior to the addition of new curricular materials to assess rigor and alignment to NYS standards.
- The school sets clear expectations for lesson planning that result in purposeful and focused lessons. Lesson plan templates guide and establish expectations for lesson components. Teachers identify and document success criteria, learning targets, standards, vocabulary, and station activities in each lesson plan. Lesson plans include opportunities for students to engage in the material through activities that allow them to explore new material and grapple with it intellectually, explain the content they are learning, elaborate further on the content, and complete an evaluation of what they know through assessment. Teachers submit lesson plans to instructional leaders for two week increments and receive written feedback and, at times, verbal follow up during weekly team meetings.

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

High quality instruction is evident throughout Amber East Harlem classrooms. School leaders and teachers have high expectations for a supportive and productive learning environment. During the renewal visit, Institute team members conducted 27 classroom observations following a defined protocol used in all school renewal visits.

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## NUMBER OF CLASSROOM OBSERVATIONS

		GRADE						Total
		K	1	2	3	4	5	
CONTENT AREA	ELA		1	2	2	1	3	9
	Math	2	1	2	2	3	2	12
	Science		1				1	2
	Soc Stu				1		1	2
	Specials				2			2
	Total	2	3	4	7	4	7	27

- Teachers deliver purposeful lessons with clear objectives aligned to the standards and the school curriculum (23 out of 27 lessons observed). Lessons contain purposeful and measurable objectives that align to state standards, and planned activities support the attainment of the stated objective. Teachers display lesson objectives in age appropriate language. Teachers define and list relevant vocabulary on the board for students to see and use in responses. Teachers understand their co-teaching roles and generally circulate and monitor student work.
- Teachers regularly and effectively use techniques to check for student understanding (19 out of 27 lessons observed). Teachers cold call students or circulate around the classroom to talk to students and examine their work to identify misconceptions. Teachers consistently collect student data throughout a lesson and use any misconception as an opportunity to adjust teaching in the moment. Teachers use station learning to interact with small groups of students to effectively gauge student learning and use follow up questioning to further probe student understanding.
- As part of Amber East Harlem's ongoing improvement and development, leaders recognize a need to improve opportunities during lessons for teachers to develop students' higher order thinking and problem solving skills (7 out of 27 lessons observed). In lessons that demonstrate good problem solving skills, teachers ask higher order thinking questions and require students to justify their thinking. Although teachers lesson plans include opportunities for students to grapple with difficult material, leaders recognize an opportunity to ensure these plans translate into classroom practice in any future charter term.

- The majority of lessons at Amber East Harlem maximize learning time with appropriate pacing and efficient transitions (20 out of 27 lessons observed). Most teachers are organized with materials prepared in advance allowing them to move students quickly through lesson activities. Students are aware of procedures and focus on relevant small group learning centers. The school has a learning culture that supports smooth routines and on task behavior during lessons. Teachers successfully redirect students when they exhibit off task behavior.

## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

### SUNY RENEWAL BENCHMARK 1E

Amber East Harlem has strong instructional leadership. Instructional leaders hold teachers accountable for high quality instruction and student performance. The school's deliberate coaching practices and effective use of staff developers and teacher leaders help build capacity in all teachers.

- Amber East Harlem's leadership establishes an environment of high expectations for academic achievement and character development. The school's touchstone core principles is embodied through the "Amber Way" with the attributes of achievement, community, responsibility, honesty, and respect. Teachers are clear that leaders hold them to high expectations as demonstrated through the teacher evaluation that includes clear metrics that hold teachers accountable for student achievement goals.
- The school's instructional leadership supports the development of the teaching staff. The executive director, principal, assistant principal, and two staff developers comprise a well coordinated instructional leadership team. Team leaders play a central role in supporting and mentoring teachers, analyzing assessment data, and adjusting instructional plans. The instructional leaders meet weekly to discuss assessment results, share information from classroom observations, and plan professional development activities.
- Amber East Harlem provides teachers with sustained and systemic coaching to improve teacher instructional planning and pedagogical practices. At the start of the school year, leaders collaborate with teachers to create individual professional development plans, which include professional and student learning goals. Leaders monitor teacher progress toward meeting these goals throughout the year and provide appropriate coaching support via weekly informal classroom observations, check-in meetings, and formal review meetings.

- The school has systems to effectively use assessment and classroom observation data to identify schoolwide trends, inform coaching priorities and professional development topics, and provide targeted feedback to instructional staff. The school has a comprehensive professional development program that develops the competencies and skills of teachers. Amber East Harlem consistently delivers professional development activities that interrelate with classroom needs. School leaders target specific academic and pedagogical practices that are key levers for improving student outcomes. Leaders plan professional development topics based on observations and feedback from teachers, and plan with instructional coaches to ensure that sessions are useful and relevant.
- School leaders use a structured process to evaluate teachers based on clear criteria that teachers understand well. Teachers are clear that student achievement results comprise 40% of the school’s teacher evaluation. Amber East Harlem’s school leaders hold teachers accountable for delivering high quality instruction and for guiding students to a trajectory of success through consistent and regular check in meetings between leaders and teachers. School leaders implement performance improvement plans for teachers who do not meet expectations and regularly monitor progress.

## DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

### SUNY RENEWAL BENCHMARK 1F

Amber East Harlem meets the educational needs of at-risk students. Demonstrated by performance that exceeds the district, students with disabilities outperform district peers by 28 percentage points in ELA and 17 percentage points in mathematics. The school has fully developed systems to identify students struggling academically, develops effective supplemental instructional strategies, and monitors data for improvement.

- The school has clear procedures for identifying at-risk students. Instructional leaders and teachers use assessment data to identify students struggling academically. If students do not demonstrate progress after teachers provide interventions, teachers and instructional leaders will refer students to the child study team for additional interventions. After the child study team implements additional interventions, the team makes a formal referral to the district committee on special education (“CSE”) if the student is still not making progress. The school uses the district’s Special Education Student Information System (“SEGIS”) to identify incoming students with existing Individualized Education Programs (“IEPs”) and administers a home language questionnaire followed by the New York State Identification Test for English Language Learners (“NYSITELL”) to identify ELLs.

- Amber East Harlem has several programs that effectively address the needs of at-risk students. The school's instructional approach includes differentiated instruction targeting the specific academic needs of all students and tutoring is available during and after school. Teachers emphasize content vocabulary during lesson planning to provide a level of embedded support for students at risk and to improve reading comprehension. The school employs two ELL teachers that offer support to ELLs by pushing in and pulling out in Kindergarten and 1<sup>st</sup> grade and solely pull out support for 2<sup>nd</sup> and 3<sup>rd</sup> grades. Due to the success of the ELL program, students typically test Commanding, the most proficient level on the NYSESLAT, and therefore out of ELL status, by 2<sup>nd</sup> grade.
- For students with disabilities, the school provides special education teacher support services ("SETSS") through pull out sessions based on student IEP goals. The school has 18 students whose IEPs mandate provision of integrated co-teaching ("ICT") services; however, the school did not provide the ICT setting in violation of the Individuals with Disabilities Education Act ("IDEA"). The school proactively contacted the families of these students to inform them of this and received "waivers" from the IEP requirements. As the law does not allow such waivers, the Institute will work with the school to follow the appropriate procedure to have the CSE amend the IEPs to a setting the school can offer for the 2019-20 school year. In the absence of the ICT setting, the school provided students with ICT on their IEPs with additional services such as reading intervention and additional SETSS services.
- Amber East Harlem conducts thorough sub group data analysis to monitor at-risk student achievement progress. Instructional leaders guide teachers through a systematic approach for analyzing and discussing data by sub group. Leaders work with teachers to create detailed action plans for reteaching specific standards and questions that students do not demonstrate mastery. School leaders also follow up on the action plans at a specified time with each teacher to determine progress. The school disaggregates student performance data by ELLs, students with disabilities, and other at-risk student factors to ensure the school provides support for any student at risk of academic failure.
- Teachers are aware of student progress toward meeting IEP goals, achieving English language proficiency, and school based goals for students struggling academically. In addition to the ongoing subgroup analysis, the special education coordinator specifically shares IEPs at a glance with teachers at the beginning of the year, and the special education teacher shares progress reports during report card times. ELL teachers share English language proficiency levels with teachers as well as ongoing feedback and progress reports with teachers and parents.

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- The school provides effective training and professional development to at-risk program providers. During weekly data meetings instructional leaders coach and collaborate with teachers to identify and plan support for students at-risk. The school offers some internally produced professional development focused on corrective reading and writing strategies. The school also sends intervention teachers to the Collaborative for Inclusive Education for additional training and support. Teachers attend other external trainings and certification programs throughout each school year.
- Amber East Harlem creates both formal and informal opportunities for coordination between classroom teachers and intervention program teachers. Special education, intervention, Title I, and ELL teachers participate in weekly grade level team meetings on a rotating schedule and collaborate both formally and informally. The school has a strong culture of collaboration to support meaningful exchanges that support student outcomes. For example, teachers communicate via email, between class periods, during planning periods, and after school to share student updates and concerns that should be considered during lesson planning.

# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Amber East Harlem is an effective, viable organization. The education corporation provides effective supports to manage the operational aspects of the school to enable school leaders to focus primarily on academics. The board invests considerable resources toward building a high performing leadership and instructional team capable of meeting the full range of student needs.

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Amber East Harlem is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school is committed to a rigorous and comprehensive academic experience and school culture that celebrates and fosters a love of learning. Students have many opportunities that challenge them to develop skills, knowledge, and passion.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

**Parent Survey Data.** The Institute compiled data from New York City Department of Education’s (“NYCDOE’s”) 2017-18 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2017-18, 92% of families who received the survey responded. The vast majority of respondents (94%) indicated satisfaction with the school’s academic program. The high response rate is useful in framing the results as representative of the school community.

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SUNY RENEWAL BENCHMARK 2B

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**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 18 family members in attendance expressed a high level of satisfaction with effective school leadership, strong family and community ties, and trust level among parents and school staff. Parents appreciate that leaders and teachers establish a culture that values high academic expectations and creates a safe space for student expression. Parents also appreciate that the school works to embed diversity into the academic curriculum.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 87% of Amber East Harlem students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

## DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

Amber East Harlem’s organizational structures support the delivery of the academic program. The SST supports the school with operational tasks so that instructional leaders effectively support the academic program and teacher development.

- Amber has in place an administrative structure with staff members, policies, and procedures that allow the school to carry out its academic program. The operations team works effectively to allow instructional leaders to focus primarily on academics. The school’s director of operations, dean of students, and data and assessment manager provide support in their respective areas of expertise. Amber Charter Schools’ SST includes the executive director, who directly manages school principals, as well as staff members who provide school principals with operational support in the areas of finance, human resources, communications, compliance with state and federal requirements, and student and staff recruitment. The organizational structure establishes clear lines of accountability with clearly defined roles and responsibilities. Teachers are clear on whom to go to for what.

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 2C

- The school has a clear and effective behavioral management system in place. In Kindergarten – 2<sup>nd</sup> grade, teachers use a color coded system in which students move up or down based on behavior. In 3<sup>rd</sup> – 5<sup>th</sup> grade, teachers use a token system and programs such as ClassDojo; the school implements this differentiated management system for upper elementary grades in order to build greater student independence and ownership. Leaders and teachers use a number of positive reinforcement systems to promote the school’s core values, the “Amber Way,” such as having each classroom name a student each month who exemplifies the school’s values as the “Amber Hero.” Students may also earn other forms of recognition such as special badges and pins throughout the school year for meeting certain school culture goals such as perfect attendance. From the Institute’s observations, these systems result in a school culture that emphasizes positive interactions and a focus on academic achievement.
- The school has a high staff retention rate of 85% for the 2018-19 school year. Teachers at Amber East Harlem report high levels of satisfaction with the school’s supportive environment and extensive professional development program. The school promotes teachers to grade team leader positions to support a leadership pipeline and increase retention incentives for experienced and high performing teachers.
- School and SST leaders allocate ample resources to support learning goals and objectives. The school provides teachers all supplies and resources needed including laptops and other technology. Classrooms are well resourced with extensive classroom libraries, interactive white boards, and laptops for individualized teaching and learning. Teachers have access to a variety of quality professional development opportunities including external conferences and workshops.
- The school maintains student enrollment to meet the needs of the school’s budget. The school has been within its chartered limits for the duration of the charter term, and 87% of students returned to the school this academic year. The school has retained at least 85% of students each year in the current charter term, and responses in the Institute’s discussion with families indicate high levels of satisfaction with Amber East Harlem’s program.
- Principals, SST leaders, and board members regularly monitor and evaluate the school’s programs and make changes if necessary. During the current charter term, leaders identified that the assessments the schools currently administer did not strongly correlate with student performance on state assessments. As a result, the board, SST and school leaders further analyzed the assessments the school administers, and determined which ones most strongly predict student outcomes on state assessments. Because of this work, the education corporation is eliminating certain assessments that did not meet specific needs of leaders and teachers to utilize data to make instructional decisions to support meeting the rigor of the state standards.

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## DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

Amber Charter Schools' board members work effectively to achieve the school's Accountability Plan goals. The board currently oversees two schools and will oversee the opening and operation of a third school starting in the 2020-21 school year. The board has procedures in place to govern the school, and strategically evaluates its performance as well as the performance of the schools in order to improve student academic outcomes.

- Board members possess the requisite skills and have put in place structures and procedures to govern the school effectively. Board members have a wide range of skills including backgrounds in education, finance, non-profit management, facilities, operations, and law. Amber East Harlem's executive director is an active member of the board, and members also include one member who is currently a teacher and two members who are currently parents of students at Amber schools. The board has standing committees for finance, facilities, education, and development, which meet regularly and report to the full board. The board is currently seeking to expand its membership in order to add strategic expertise and to ensure strong succession planning. In particular, the board is seeking to add members with expertise in finance and middle school design as the organization looks toward opening its third location.
- The board requests and receives necessary information to provide rigorous oversight of the school's program and finances. The school's principal and executive director provide regular and frequent reports to the education committee and full board regarding the latest benchmark and state assessment results; these reports also report on cohort and student growth and include disaggregation of results for ELLs, economically disadvantaged students, and students with disabilities. The SST provides detailed monthly financial reports to the finance committee and the full board as well as periodic reports on student and teacher recruitment and retention. Board members are aware of the school's Accountability Plan goals and consistently assess how the school is performing against these goals.
- Amber Charter Schools' board members establish clear priorities and goals, and rely primarily on the executive director to oversee the direction and management of the school. Earlier in the current charter term, the board recognized the school was outperforming the district, but was still falling below the absolute academic goals in its Accountability Plan. The board prioritized setting growth goals to start moving the school toward improved absolute performance. As a result, over the course of the current charter term, the school has improved absolute performance, most notably in the past three school years.

- The board directly manages and evaluates the executive director using an evaluation rubric. The rubric includes data goals based on the school’s Accountability Plan, as well as other goals that are revised or set yearly to reflect organizational priorities. The executive director is responsible for managing school principals and SST employees.
- The board regularly evaluates its performance. During the current charter term, the board engaged a consultant to develop its governance capacity. The consultant supports the board with developing a standardized approach to self-assessment. Each year, board members complete a survey assessing the board’s systems and efficacy at achieving goals. The consultant analyzes responses and then facilitates strategic board discussions based on the self evaluation outcomes, which helps the board develop and refine strategic short- and long-term goals. The board effectively communicates with families and the larger school community. The board reserves two positions on the board for family representatives from the currently operating Amber Charters Schools to help ensure parents’ voices and concerns are represented at board meetings. Some board members conduct classroom walkthroughs with school leaders, and all board members attend a yearly open house at the school to observe instruction and meet with student, teacher, and parent representatives.

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2E**

**DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?**

The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and shared services team accountable for both academic results and fiscal soundness.

- The board is thoughtful as to expansion taking a slow and steady approach based on the stability and strength of this flagship school. During the current charter term, the board successfully opened its second school, and the SUNY Trustees approved it to open a third school in the 2020-21 school year.
- To allow input from families and staff the board has teacher and parent members.
- In addition to committee reports, the board receives direct reports from the executive director and each school’s principal.

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- The board holds an annual retreat to work on board development and strategic planning.
- While the board works with the Amber Foundation to provide for certain fundraising, the board works at its fundraising efforts through its development committee. During this charter term, the board established a \$25,000 board fundraising goal. The board plans fundraising events and has worked on its “elevator pitch” to potential donors.

## SUNY RENEWAL BENCHMARK 2F

### HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter.

- **Annual Reports.** While Amber East Harlem properly submitted its annual report to the Institute and NYSED, the education corporation has not posted recent annual reports on its website in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **IDEA.** The school did not provide the mandated setting for 18 students’ IEPs based on a misconception about parent consent to vary educational settings. The Institute will work with the school to establish time lines and follow up on the proper revision of all IEPs by the CSE.

# FISCAL PERFORMANCE



## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Amber Charter Schools is fiscally sound as is its school, Amber East Harlem. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Amber East Harlem and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>8</sup> The SUNY Fiscal Dashboard for Amber East Harlem is included in Appendix D and the Fiscal Dashboard for the Amber Charter School combined education corporation is included in Appendix F. The discussion that follows relates mainly to the Amber Charter Schools education corporation because a school is not a legally distinct fiscal entity.

Amber East Harlem opened in 2000-01 authorized by the SUNY Trustees. Amber Charter Schools has been granted the authority to operate two additional schools, Amber Kingsbridge, opened in 2016-17, and Amber III, slated to open in 2020-21. In addition to analyzing the fiscal soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally strong prior to and since operating the additional school.

8. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

Operating multiple schools allows for the realization of efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology and public relations. Reporting to one authorizer, as all the Amber Charter Schools have, streamlines the requirements and expectations.

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3A**

## **DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?**

Amber East Harlem has the necessary financial resources to ensure stable operations. Amber East Harlem has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process applies the financial expertise of key board members, as well as experiences learned as an operator, to a bottoms-up analysis and approach to determine the required resources needed for achieving the educational goals and outcomes of the education-oriented institution.
- The education corporation established the SST to oversee the operational and fiscal management of the schools. The team consists of network level personnel and develops the initial draft budget for internal review with the principal and director of operations of each school.
- Amber East Harlem has assumed a higher and more consistent retention rate for the new charter term compared to previous terms. The school expects more families will continue enrollment at Amber East Harlem as 5<sup>th</sup> grade students will be now offered preference for seats in the middle grades at the new Amber III which will be opening in 2020.
- Amber East Harlem will continue operations in their current facility. While this building requires constant upkeep, the education corporation contracts with a facility management organization to maintain the building facilities. This management organization is responsible for identifying all maintenance and preventative maintenance at the school sites. The school has also recently added a full-time building manager to the operations team.
- Amber East Harlem has a mortgage for its building payable in equal monthly installments through December 2036.
- Amber Charter Schools has entered into a collective bargaining agreement with the United Federation of Teachers for Amber East Harlem that renewed effective September 1, 2018 through August 31, 2022. The budget takes into account the updated salary schedules and other labor costs.

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## SUNY RENEWAL BENCHMARK 3B

### DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Amber Charter Schools has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.

- The education corporation Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent Amber Charter Schools audit report for June 30, 2018 had no material findings or deficiencies.
- The audit identified instances where management had not properly accounted for lease expense and a debt issuance cost. The auditor booked an adjusting entry and management instituted a corrective action plan to properly book the lease expense going forward.

## SUNY RENEWAL BENCHMARK 3C

### DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Amber East Harlem and the education corporation complies with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete, and follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings to report.
- The school and education corporation have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The June 30, 2018 annual audit was received by the Institute by the due date of November 1, 2018 and reported continued fiscal strength. The June 30, 2019 annual audit is due to the Institute by November 1, 2019.

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BENCHMARK  
3D**

## DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Amber East Harlem and the education corporation have maintained the necessary financial resources to ensure stable operations.

- Since opening in 2000-01, the school has reported operating surpluses as well as deficits which were offset against the surpluses. The school reported surpluses for all years in the current charter term.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong with 2.6 months of cash on hand to pay liabilities coming due shortly.
- The education corporation benefits from a combined balance sheet, which is a combination of individual schools assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.
- Amber Charter Schools had total net assets of approximately \$5.6 million as of the June 30, 2018.
- As a requirement of charter agreements, Amber Charter Schools has established the separate dissolution reserve fund account.

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# FUTURE PLANS



## IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Amber East Harlem is an academic success as the school meets or comes close to meeting its key Accountability Plan goals. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible, and achievable.

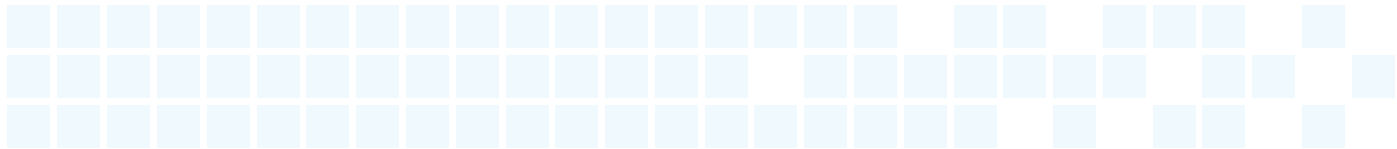
**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** Amber plans to implement the same core elements of its academic program that have allowed it to meet or come close to meeting the SUNY Trustees' Accountability Plan goals. In order to serve more students, the school is requesting to slightly grow its enrollment in the next charter term. In 2020, when Amber III opens, students from Amber East Harlem, and eventually Amber Kingsbridge, will have the opportunity to matriculate into middle school grades.

**Plans for Board Oversight & Governance.** Current board members express interest in continuing to serve Amber in the future. The board may add new trustees in the next charter term.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, Amber East Harlem presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	511	525
<b>Grade Span</b>	K-5	K-5
<b>Teaching Staff</b>	28	31
<b>Days of Instruction</b>	180	180



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Amber East Harlem will continue operations in its current facility for the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.





Amber East Harlem

# Ax

APPENDICES

PAGES Ax 1-21

<b>SO<sup>A</sup></b> SCHOOL OVERVIEW PAGE Ax 1	<b>PS<sup>B</sup></b> PERFORMANCE SUMMARIES PAGE Ax 6	<b>DC<sup>C</sup></b> DISTRICT COMMENTS PAGE Ax 8	<b>FD<sup>D</sup></b> FISCAL DASHBOARD PAGE Ax 9	<b>EO<sup>E</sup></b> ED CORP OVERVIEW PAGE Ax 13	<b>EF<sup>F</sup></b> ED CORP FISCAL PAGE Ax 18
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# APPENDIX A: School Overview

## BOARD OF TRUSTEES

### CHAIR

Soledad Hiciano

### VICE CHAIR

John Gutierrez

### TREASURER

Frank Aldridge

### SECRETARY

Amador Centeno

### TRUSTEES

Jazmin Landa

Jenna Pantel

Elena Goldberg Velazquez

Shawnte Lorick

Brian Quillin

Bradley Olsen

Kelly Combs

Dr. Miguelina Germán

## SCHOOL LEADERS

### PRINCIPAL

*Matthew Bull, Principal (2019-20 - Present)*

*Sashemani Elliott, Principal (2015-16 to 2018-19)*

*Vasthi Acosta, Head of School and Principal (2008-09 to 2013-14)*

*Rafael Ortiz, Head of School (2005-06 to 2007-08)*

*Evelyn Marzan and Jon Moscow, Co-Directors (2000-01 to 2004-05)*

### EXECUTIVE DIRECTOR

*Vasthi Acosta, Executive Director (2014-15 to Present)*

## SCHOOL CHARACTERISTICS

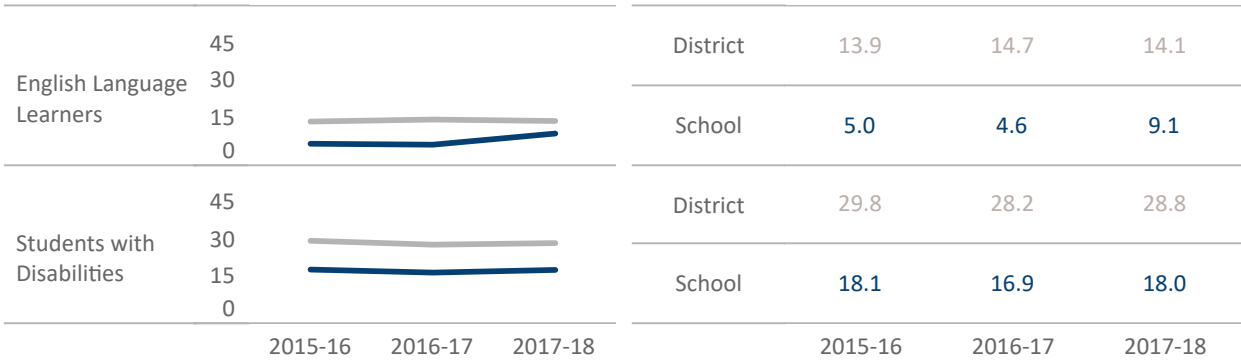
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	425	485	114%	K-5	K-5
2015-16	496	464	94%	K-5	K-5
2016-17	509	490	96%	K-5	K-5
2017-18	514	483	94%	K-5	K-5
2018-19	520	511	98%	K-5	K-5

# APPENDIX A: School Overview

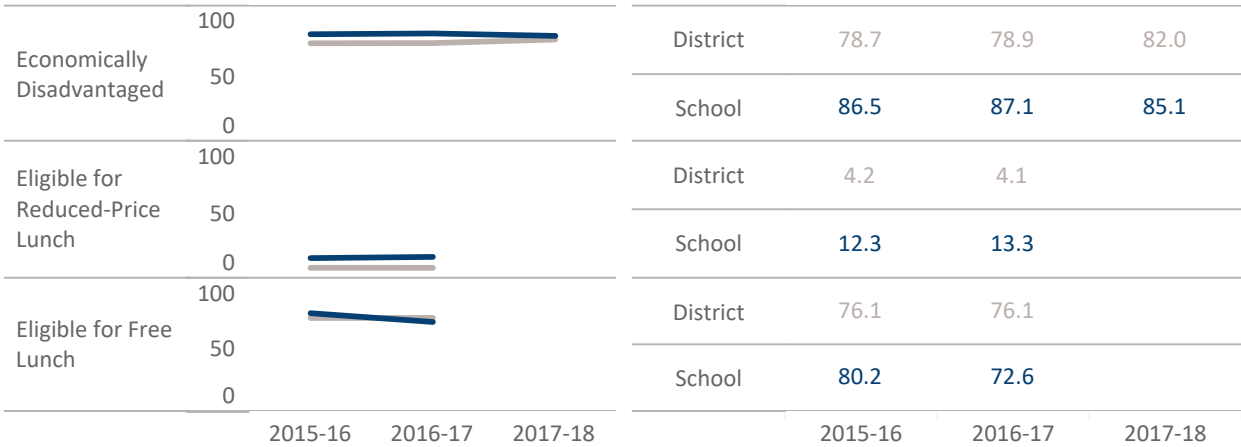
## Amber Charter School East Harlem

CSD 4

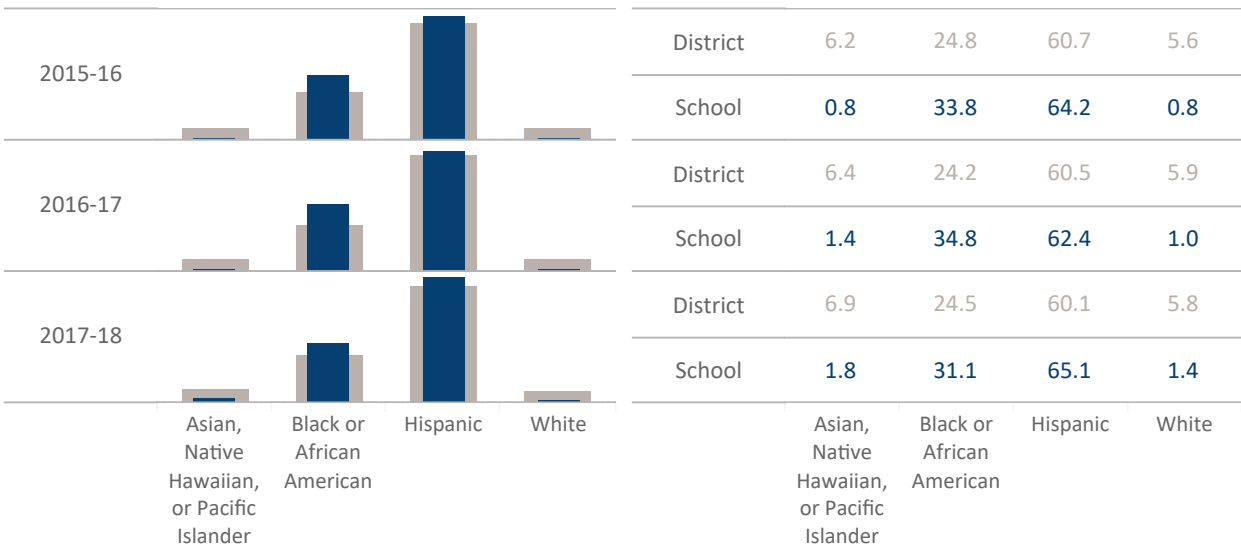
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



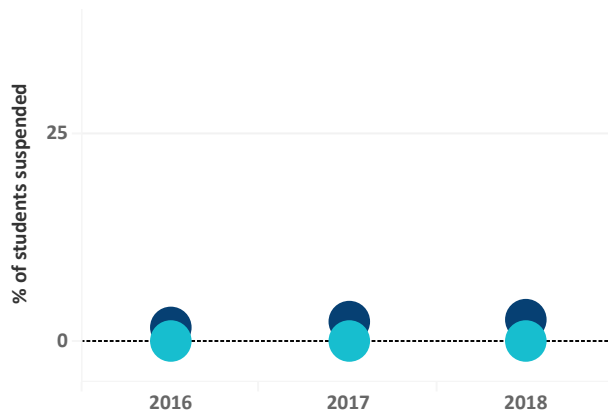
### Student Demographics: Race/Ethnicity



# APPENDIX A: School Overview

## Amber Charter School East Harlem

CSD 4



	School ISS Rate	School OSS Rate
2016	0.0	1.7
2017	0.0	2.2
2018	0.0	2.4

District data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the school each year

	2016	2017	2018
Expulsions	0	0	0

### Amber Charter School East Harlem's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	economically disadvantaged		88.2	85.1
	English language learners		16.1	9.1
	students with disabilities		24.7	18.0
Retention	economically disadvantaged		94.0	86.3
	English language learners		94.5	91.3
	students with disabilities		94.7	84.9

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS



## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year	June 6, 2001
2001-02	Second Year Visit	May 16, 2002
2002-03	Third Year Visit	March 18-19, 2003
2004-05	Initial Renewal Visit	November 3-5, 2004
2006-07	Subsequent Visit	April 25, 2007
2007-08	Subsequent Visit	April 3, 2008
2009-10	Subsequent Renewal Visit	October 1, 2009
2011-12	Subsequent Visit	November 3, 2011
2013-14	Subsequent Renewal Visit	March 17, 2014
2018-19	Subsequent Renewal Visit	June 5-6, 2019

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
June 5-6, 2019	Denise Gaffor	School Evaluation Analyst
	Vanessa Threatte	Executive Deputy Director for Best Practices & Partnerships
	Keegan Prue	Program Analyst

# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Literacy: 90 minutes of instruction per day;	+
Mathematics: 90 minutes of instruction per day;	+
Science: 90 minutes of instruction per week;	+
Social Studies: 90 minutes of instruction per week;	+
Spanish as a Foreign Language: all students will learn Spanish language and culture; and,	+
Enrichment: students will have opportunities to learn art, music, physical education, and technology.	+

# APPENDIX B: Performance Summaries

## APPENDIX B: SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

### Amber Charter School East Harlem

		2015-16 Grades Served K-5				2016-17 Grades Served K-5				2017-18 Grades Served K-5						
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	
3	72.0 (75)	72.0 (75)		3	52.6 (76)	52.6 (76)		3	88.6 (79)	88.6 (79)		3	88.6 (79)	88.6 (79)		
4	20.0 (70)	20.0 (70)		4	74.6 (63)	74.6 (63)		4	44.9 (69)	44.9 (69)		4	44.9 (69)	44.9 (69)		
5	41.9 (43)	41.9 (43)		5	30.5 (59)	30.5 (59)		5	60.0 (55)	61.1 (54)		5	60.0 (55)	61.1 (54)		
6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		
7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		
<b>All</b>	<b>45.7 (188)</b>	<b>45.7 (188)</b>	<b>NO</b>	<b>All</b>	<b>53.0 (198)</b>	<b>53.0 (198)</b>	<b>NO</b>	<b>All</b>	<b>66.0 (203)</b>	<b>66.3 (202)</b>	<b>NO</b>	<b>All</b>	<b>66.0 (203)</b>	<b>66.3 (202)</b>	<b>NO</b>	
<b>Grades</b>		<b>PLI</b>	<b>AMO</b>	<b>Grades</b>	<b>PLI</b>	<b>AMO</b>	<b>Grades</b>	<b>Grades</b>	<b>PI</b>	<b>MIP</b>	<b>Grades</b>	<b>Grades</b>	<b>PI</b>	<b>MIP</b>		
		136	104			145	111			168	101			168	101	
3-5		136	104	3-5		145	111	3-5		168	101	3-5		168	101	YES
<b>3-5</b>		<b>136</b>	<b>104</b>	<b>YES</b>		<b>145</b>	<b>111</b>	<b>YES</b>		<b>168</b>	<b>101</b>	<b>YES</b>		<b>168</b>	<b>101</b>	<b>YES</b>
<b>Absolute Measure</b>																
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.																
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.																
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.																
<b>Comparison: Manhattan CSD 4</b>																
<b>Grades</b>	<b>School</b>	<b>District</b>														
3-5	45.7	34.1														
<b>Grades</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>												
3	92.3	72.0	27.1	2.44												
4	88.9	20.0	27.0	-0.39												
5	73.9	41.9	26.4	1.06												
6																
7																
8																
<b>All</b>	<b>86.8</b>	<b>45.7</b>	<b>26.9</b>	<b>1.07</b>	<b>YES</b>	<b>26.9</b>	<b>1.07</b>	<b>YES</b>	<b>All</b>	<b>86.9</b>	<b>53.0</b>	<b>27.4</b>	<b>1.45</b>	<b>YES</b>	<b>27.4</b>	<b>1.45</b>
<b>Grades</b>		<b>School</b>	<b>State</b>													
		32.0	47.6													
4		32.0	47.6													
5		55.2	63.4													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.8</b>	<b>50.0</b>	<b>50.0</b>	<b>NO</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.8	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4		33.3	33.3													
5		49.1	49.1													
6		0.0	0.0													
7		0.0	0.0													
8		0.0	0.0													
<b>All</b>	<b>40.2</b>	<b>50.0</b>	<b>50.0</b>	<b>YES</b>												
<b>Grades</b>		<b>School</b>	<b>State</b>													
		40.2	50.0													
4																

# APPENDIX B: Performance Summaries

## APPENDIX B: SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

### Amber Charter School East Harlem

		2015-16 Grades Served K-5				2016-17 Grades Served K-5				2017-18 Grades Served K-5					
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
3	48.0 (75)	48.0 (75)		3	61.8 (76)	61.8 (76)		3	86.1 (79)	86.1 (79)		3	86.1 (79)	86.1 (79)	
4	34.3 (70)	34.3 (70)		4	39.1 (64)	39.1 (64)		4	50.7 (69)	50.7 (69)		4	50.7 (69)	50.7 (69)	
5	39.5 (43)	39.5 (43)		5	30.5 (59)	30.5 (59)		5	49.1 (55)	48.1 (54)		5	49.1 (55)	48.1 (54)	
6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)	
7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)	
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
<b>All</b>	<b>41.0 (188)</b>	<b>41.0 (188)</b>	<b>NO</b>	<b>All</b>	<b>45.2 (199)</b>	<b>45.2 (199)</b>	<b>NO</b>	<b>All</b>	<b>64.0 (203)</b>	<b>63.9 (202)</b>	<b>NO</b>	<b>All</b>	<b>64.0 (203)</b>	<b>63.9 (202)</b>	<b>NO</b>
<b>Grades</b>		<b>PLI</b>	<b>AMO</b>	<b>Grades</b>	<b>PLI</b>	<b>AMO</b>	<b>Grades</b>	<b>Grades</b>	<b>PI</b>	<b>MIP</b>		<b>Grades</b>	<b>PI</b>	<b>MIP</b>	
3-5		126	101	3-5	128	109	YES	3-5	165	103	YES	3-5	165	103	YES
<b>Comparison: Manhattan CSD 4</b>		<b>School</b>	<b>District</b>	<b>Comparison: Manhattan CSD 4</b>		<b>School</b>	<b>District</b>	<b>Comparison: Manhattan CSD 4</b>		<b>School</b>	<b>District</b>	<b>Comparison: Manhattan CSD 4</b>		<b>School</b>	<b>District</b>
3-5	41.0	34.1	YES	3-5	45.2	35.7	YES	3-5	63.9	38.3	YES	3-5	63.9	38.3	YES
<b>Grade</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Grade</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	<b>Grade</b>	<b>% ED</b>	<b>Actual</b>	<b>Predicted</b>	<b>ES</b>	
3	92.3	48.0	29.6	0.84	3	86.8	61.8	35.6	1.25	3	76.3	86.1	46.9	1.90	
4	88.9	34.3	29.4	0.23	4	85.7	39.1	28.7	0.53	4	85.5	50.7	36.1	0.69	
5	73.9	39.5	31.5	0.48	5	88.3	30.5	26.8	0.20	5	85.5	49.1	30.5	1.00	
6					6					6					
7					7					7					
8					8					8					
<b>All</b>	<b>86.8</b>	<b>41.0</b>	<b>29.9</b>	<b>0.53</b>	<b>All</b>	<b>86.9</b>	<b>45.2</b>	<b>30.8</b>	<b>0.71</b>	<b>All</b>	<b>81.9</b>	<b>64.0</b>	<b>38.8</b>	<b>1.25</b>	
<b>Grades</b>	<b>School</b>	<b>State</b>	<b>Grades</b>	<b>State</b>	<b>Grades</b>	<b>School</b>	<b>State</b>	<b>Grades</b>	<b>State</b>	<b>Grades</b>	<b>School</b>	<b>State</b>	<b>Grades</b>	<b>State</b>	
4	37.6	43.3	4	43.3	4	41.6	4	41.6							
5	45.5	44.2	5	44.2	5	40.9	5	40.9							
6	0.0	0.0	6	0.0	6	0.0	6	0.0							
7	0.0	0.0	7	0.0	7	0.0	7	0.0							
8	0.0	0.0	8	0.0	8	0.0	8	0.0							
<b>All</b>	<b>40.6</b>	<b>50.0</b>	<b>NO</b>	<b>NO</b>	<b>All</b>	<b>43.7</b>	<b>50.0</b>	<b>NO</b>	<b>All</b>	<b>41.3</b>	<b>50.0</b>	<b>NO</b>	<b>All</b>	<b>50.0</b>	

1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.

2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.

3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.

4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.

## SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Amber Charter School East Harlem (“Amber East Harlem”) on June 13, 2019 at the school. Five people attended the hearing. Three people spoke in favor of the renewal application. The principal spoke of the school’s mission to serve the whole child and the school community’s love for Amber East Harlem’s students. A parent spoke of how the school has been wonderful for her child citing how teachers and administrators go above and beyond while always making time for parents. A staff member spoke of the strong leadership at the school. No one spoke in opposition to the renewal application.

# APPENDIX D: Fiscal Dashboard

## AMBER CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2016-17 the school merged into the education corporation, "Amber Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

	2013-14	2014-15	2015-16	Opened 2000-01	
				MERGED	MERGED
	2016-17	2017-18			
Cash and Cash Equivalents - GRAPH 1	2,833,466	3,377,993	3,424,738	-	-
Grants and Contracts Receivable	194,754	299,191	567,169	-	-
Accounts Receivable	41,600	-	38,942	-	-
Prepaid Expenses	-	32,856	30,344	-	-
Contributions and Other Receivables	-	16,000	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>3,069,820</b>	<b>3,726,040</b>	<b>4,061,193</b>	<b>-</b>	<b>-</b>
Property, Building and Equipment, net	4,166,052	4,047,291	3,953,362	-	-
Other Assets	28,872	16,040	3,208	-	-
<b>Total Assets - GRAPH 1</b>	<b>7,264,744</b>	<b>7,789,371</b>	<b>8,017,763</b>	<b>-</b>	<b>-</b>

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	344,882	333,306	372,074	-	-
Accrued Payroll and Benefits	645,495	733,943	526,289	-	-
Deferred Revenue	5,899	2,755	10,390	-	-
Current Maturities of Long-Term Debt	45,291	48,565	2,248,102	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>1,041,567</b>	<b>1,118,569</b>	<b>3,156,855</b>	<b>-</b>	<b>-</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	2,296,666	2,248,102	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>3,338,233</b>	<b>3,366,671</b>	<b>3,156,855</b>	<b>-</b>	<b>-</b>

##### Net Assets

Unrestricted	3,926,511	4,422,700	4,759,240	-	-
Temporarily restricted	-	-	101,668	-	-
<b>Total Net Assets</b>	<b>3,926,511</b>	<b>4,422,700</b>	<b>4,860,908</b>	<b>-</b>	<b>-</b>
<b>Total Liabilities and Net Assets</b>	<b>7,264,744</b>	<b>7,789,371</b>	<b>8,017,763</b>	<b>-</b>	<b>-</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	6,333,463	6,749,697	6,508,313	7,122,613	7,263,940
Students with Disabilities	67,140	72,730	10,390	-	91,432
<b>Grants and Contracts</b>					
State and local	68,945	74,796	140,306	87,607	55,210
Federal - Title and IDEA	227,870	241,322	196,564	219,643	365,071
Federal - Other	4,500	91,373	351,326	-	28,788
Other	-	143,909	147,195	147,249	158,973
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	173,289	187,099	217,114	239,017	260,760
<b>Total Operating Revenue</b>	<b>6,875,207</b>	<b>7,560,926</b>	<b>7,571,208</b>	<b>7,816,129</b>	<b>8,224,174</b>

##### Expenses

Regular Education	5,391,960	5,890,597	5,951,562	5,893,729	6,148,584
SPED	157,497	170,631	181,910	187,822	386,190
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>5,549,457</b>	<b>6,061,228</b>	<b>6,133,472</b>	<b>6,081,551</b>	<b>6,534,774</b>
Management and General	1,271,286	1,038,136	1,337,806	1,458,052	1,289,544
Fundraising	23,899	33,153	63,958	-	529
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>6,844,642</b>	<b>7,132,517</b>	<b>7,535,236</b>	<b>7,539,603</b>	<b>7,824,847</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>30,565</b>	<b>428,409</b>	<b>35,972</b>	<b>276,526</b>	<b>399,327</b>

##### Support and Other Revenue

Contributions	3,008	8,098	276,295	14,476	6,834
Fundraising	12,924	8,661	69,728	-	-
Miscellaneous Income	46,986	51,021	56,213	17,222	73,173
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>62,918</b>	<b>67,780</b>	<b>402,236</b>	<b>31,698</b>	<b>80,007</b>

Total Unrestricted Revenue	6,938,125	7,628,706	7,871,776	7,847,827	8,304,181
Total Temporarily Restricted Revenue	-	-	101,668	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>6,938,125</b>	<b>7,628,706</b>	<b>7,973,444</b>	<b>7,847,827</b>	<b>8,304,181</b>

##### Change in Net Assets

<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>3,833,028</b>	<b>3,926,511</b>	<b>4,422,700</b>	<b>4,752,662</b>	<b>5,060,886</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>3,926,511</b>	<b>4,422,700</b>	<b>4,860,908</b>	<b>5,060,886</b>	<b>5,540,220</b>

# APPENDIX D: Fiscal Dashboard

## AMBER CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2016-17 the school merged into the education corporation, "Amber Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	901,488	1,084,060	1,351,267	1,379,470	906,819
Instructional Personnel	2,841,916	2,919,678	2,846,214	2,762,040	2,832,624
Non-Instructional Personnel	213,501	142,113	148,298	118,147	573,820
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>3,956,905</b>	<b>4,145,851</b>	<b>4,345,779</b>	<b>4,259,657</b>	<b>4,313,263</b>
Fringe Benefits & Payroll Taxes	1,115,565	1,297,662	1,341,358	1,406,801	1,409,743
Retirement	-	-	-	-	164,769
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	88,873	96,988	17,600	65,251	101,028
Professional Fees, Consultant & Purchased Services	330,250	415,518	591,909	357,533	498,020
Marketing / Recruitment	1,524	-	-	25,240	33,686
Student Supplies, Materials & Services	237,164	135,073	79,972	176,008	152,294
Depreciation	230,277	222,872	207,816	204,335	201,482
Other	884,084	818,553	950,802	1,044,778	950,562
<b>Total Expenses</b>	<b>6,844,642</b>	<b>7,132,517</b>	<b>7,535,236</b>	<b>7,539,603</b>	<b>7,824,847</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	425	425	496	509	514
Final Chartered Enrollment (includes any revisions)	425	425	496	509	514
Actual Enrollment - <b>GRAPH 4</b>	461	485	464	490	483
Chartered Grades	K-5	K-5	K-5	K-5	K-5
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	13,877	13,877	13,877	14,027	14,527
	2.5%	0.0%	0.0%	1.1%	3.4%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	14,914	15,590	16,317	15,951	17,027
Other Revenue and Support	136	140	867	65	166
<b>TOTAL - GRAPH 3</b>	<b>15,050</b>	<b>15,729</b>	<b>17,184</b>	<b>16,016</b>	<b>17,193</b>

##### Expenses

Program Services	12,038	12,497	13,219	12,411	13,530
Management and General, Fundraising	2,810	2,209	3,021	2,976	2,671
<b>TOTAL - GRAPH 3</b>	<b>14,847</b>	<b>14,706</b>	<b>16,240</b>	<b>15,387</b>	<b>16,201</b>
% of Program Services	81.1%	85.0%	81.4%	80.7%	83.5%
% of Management and Other	18.9%	15.0%	18.6%	19.3%	16.5%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>1.4%</b>	<b>7.0%</b>	<b>5.8%</b>	<b>4.1%</b>	<b>6.1%</b>

#### Student to Faculty Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
9.6	9.2	12.2	10.2	9.3

#### Faculty to Admin Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
3.7	4.1	3.2	5.3	3.1

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.7	3.0	3.0	0.0	0.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2,028,253	2,607,471	904,338	0	0
As % of Unrestricted Revenue	29.2%	34.2%	11.5%	0.0%	0.0%
Working Capital (Current) Ratio Score	2.9	3.3	1.3	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	LOW	HIGH	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Excellent	Poor	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2.9	3.3	1.3	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	MEDIUM	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Good	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	0.5	0.4	0.4	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	LOW	LOW	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Excellent	Excellent	N/A	N/A

#### Months of Cash - GRAPH 8

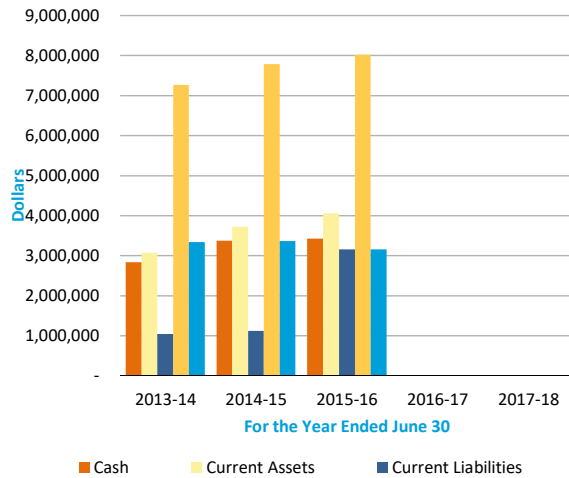
Score	5.0	5.7	5.5	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	N/A	N/A

# APPENDIX D: Fiscal Dashboard

## AMBER CHARTER SCHOOL EAST HARLEM

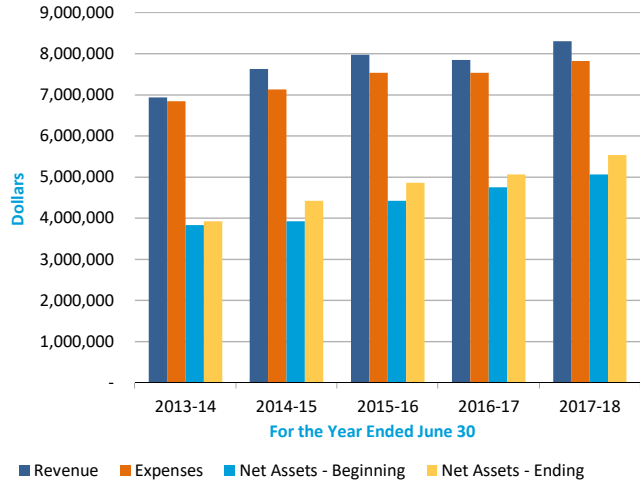
NOTE: Effective 2016-17 the school merged into the education corporation, "Amber Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

**GRAPH 1 Cash, Assets and Liabilities**



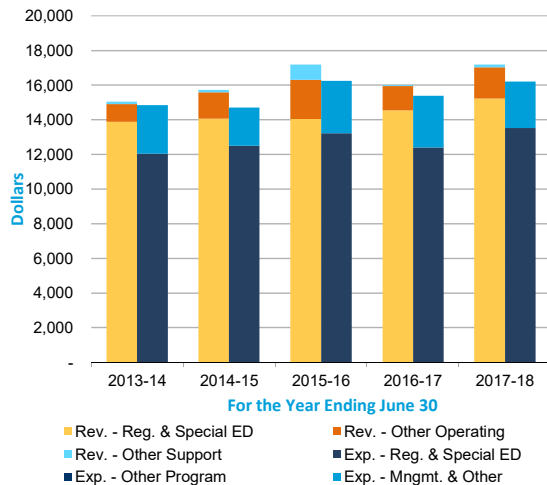
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

**GRAPH 2 Revenue, Expenses and Net Assets**



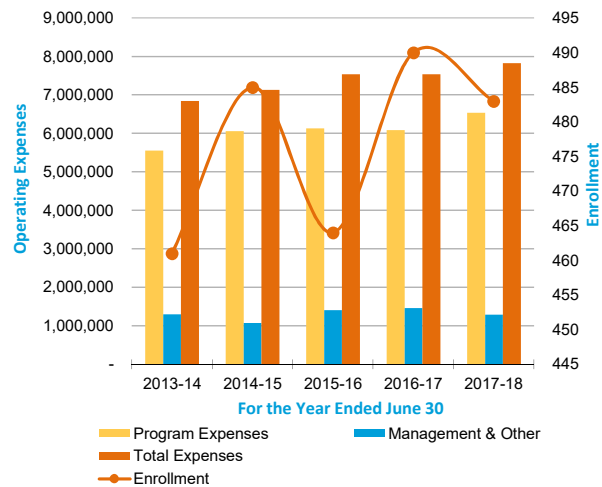
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

**GRAPH 3 Revenue & Expenses Per Pupil**



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

**GRAPH 4 Enrollment vs. Operating Expenses**



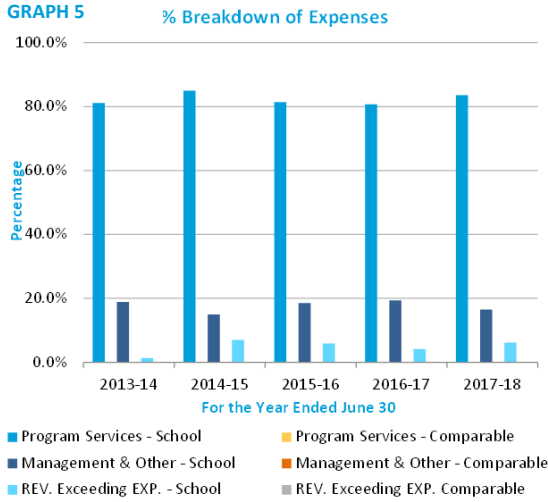
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

# APPENDIX D: Fiscal Dashboard

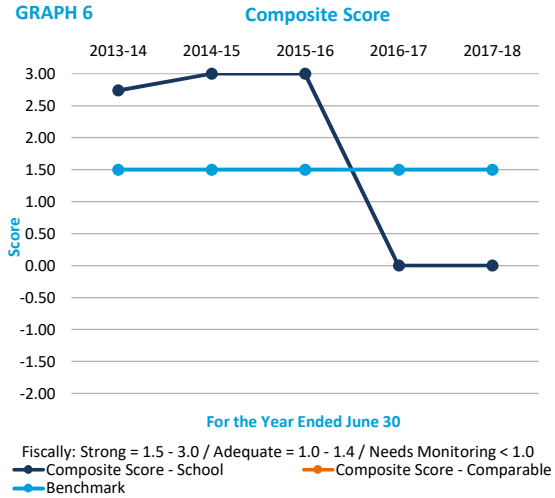
## AMBER CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2016-17 the school merged into the education corporation, "Amber Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

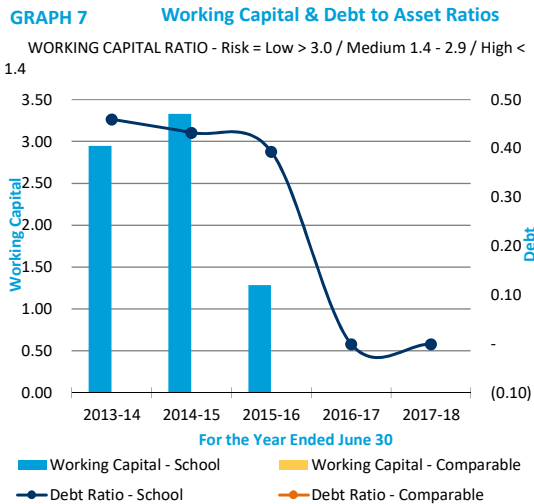
Comparable School, Region or Network: -



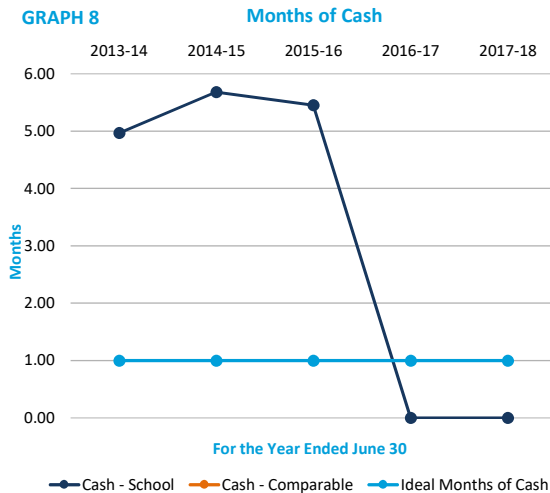
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



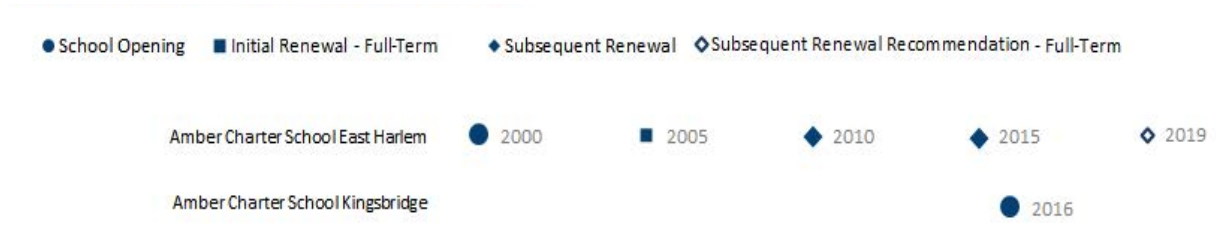
This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



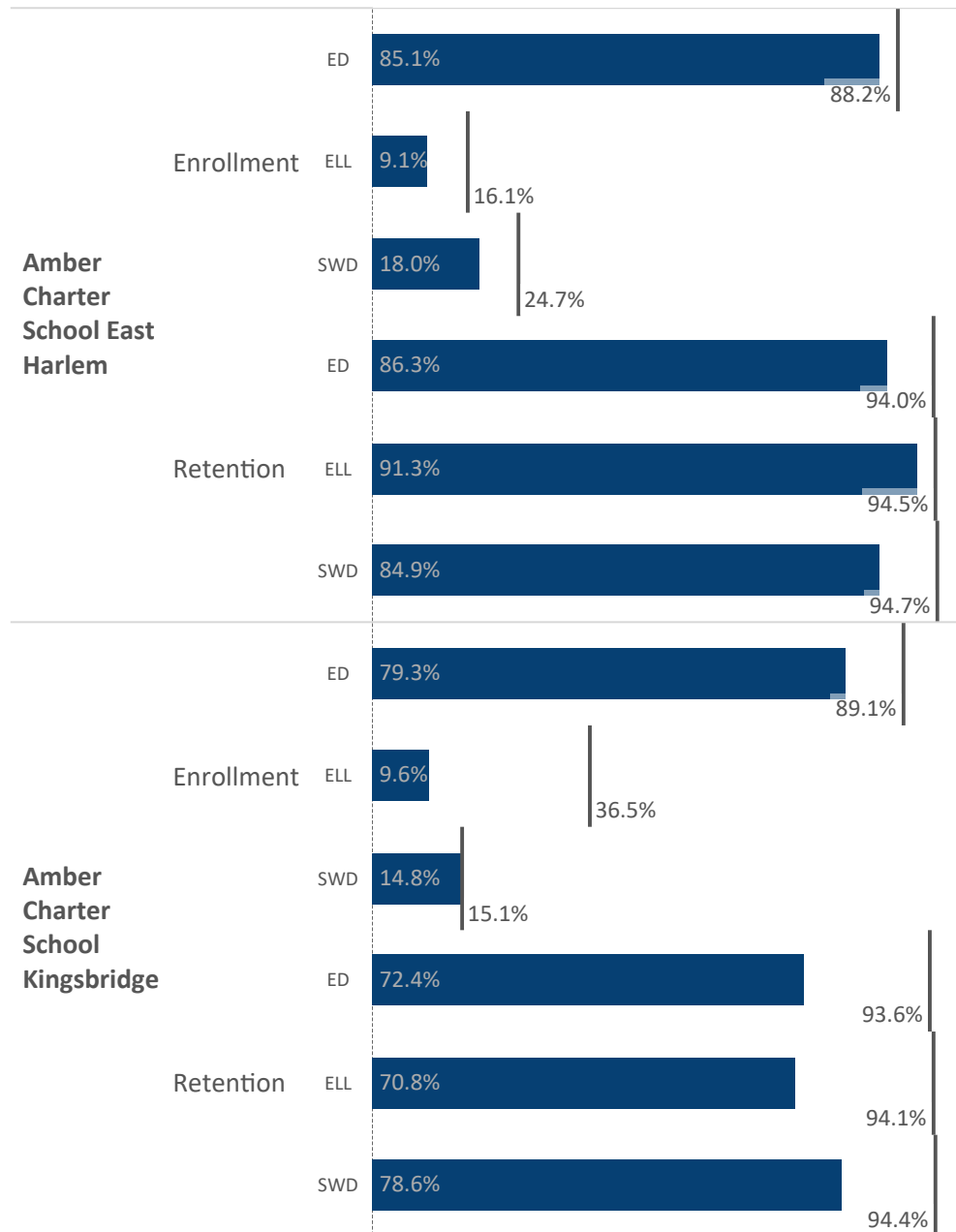
# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Amber Charter School East Harlem	CSD 4	No	520	K-5
Amber Charter School Kingsbridge	CSD 10	Yes	330	K-3

# APPENDIX E: Education Corporation Overview

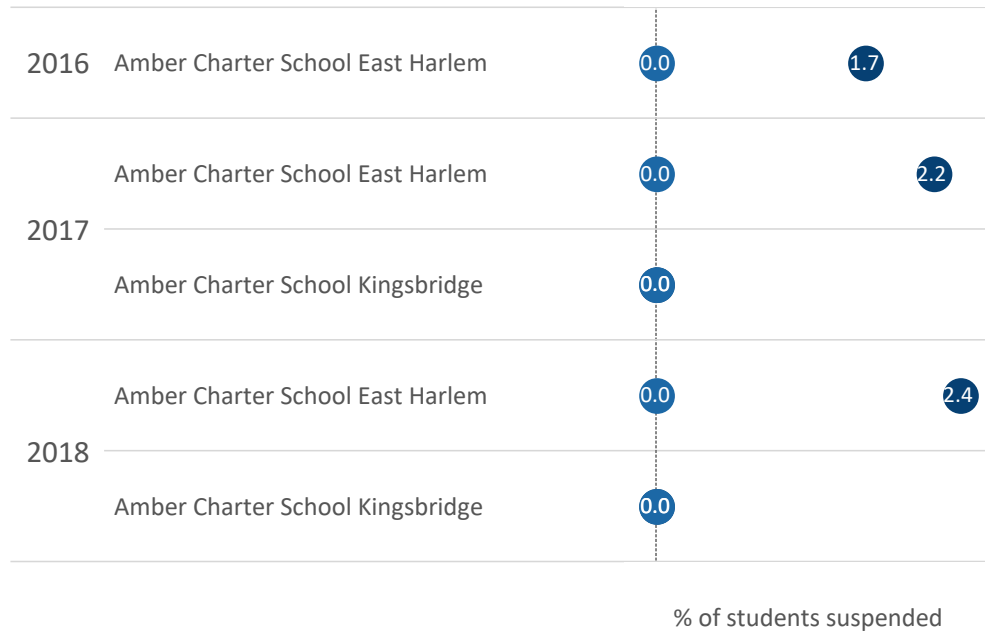
## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2017-18 enrollment and retention data supplied to the Institute by the network.

# APPENDIX E: Education Corporation Overview

## Suspensions: Amber Charter Schools' out of school suspension rate and in school suspension rate.



Community School District (“CSD”) data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the school years ending in 2016, 2017, and 2018, Amber Charter Schools expelled 0 students.

# APPENDIX E: Education Corporation Overview

## PERSISTENCE IN ENROLLMENT



# APPENDIX F: Ed Corp Fiscal Dashboard

## AMBER CHARTER SCHOOL (COMBINED)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
 Grants and Contracts Receivable  
 Accounts Receivable  
 Prepaid Expenses  
 Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
 Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
 Accrued Payroll and Benefits  
 Deferred Revenue  
 Current Maturities of Long-Term Debt  
 Short Term Debt - Bonds, Notes Payable  
 Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
 All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
 Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
 Students with Disabilities

##### Grants and Contracts

State and local  
 Federal - Title and IDEA  
 Federal - Other  
 Other  
 NYC DoE Rental Assistance  
 Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
 SPED  
 Other

##### Total Program Services

Management and General  
 Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
 Fundraising  
 Miscellaneous Income  
 Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

				MERGED	MERGED
	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - GRAPH 1	-	-	-	1,465,977	2,774,746
Grants and Contracts Receivable	-	-	-	202,567	514,931
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	22,094	24,618
Contributions and Other Receivables	-	-	-	245,686	331,608
<b>Total Current Assets - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,936,324</b>	<b>3,645,903</b>
Property, Building and Equipment, net	-	-	-	3,857,652	4,022,746
Other Assets	-	-	-	2,382,537	1,628,601
<b>Total Assets - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,176,513</b>	<b>9,297,250</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	379,290	203,747
Accrued Payroll and Benefits	-	-	-	574,535	1,075,598
Deferred Revenue	-	-	-	5,259	8,353
Current Maturities of Long-Term Debt	-	-	-	57,790	65,983
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,016,874</b>	<b>1,353,681</b>
Deferred Rent/Lease Liability	-	-	-	-	301,178
All other L-T debt and notes payable, net current maturities	-	-	-	2,098,753	2,032,769
<b>Total Liabilities - GRAPH 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,115,627</b>	<b>3,687,628</b>
<b>Net Assets</b>					
Unrestricted	-	-	-	5,060,886	5,609,622
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,060,886</b>	<b>5,609,622</b>
<b>Total Liabilities and Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,176,513</b>	<b>9,297,250</b>
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	-	-	-	8,880,654	11,171,646
Students with Disabilities	-	-	-	3,200	112,212
<b>Grants and Contracts</b>					
State and local	-	-	-	306,144	73,128
Federal - Title and IDEA	-	-	-	271,404	535,276
Federal - Other	-	-	-	750,000	47,714
Other	-	-	-	147,249	158,973
NYC DoE Rental Assistance	-	-	-	341,459	825,914
Food Service/Child Nutrition Program	-	-	-	290,742	399,604
<b>Total Operating Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,990,852</b>	<b>13,324,467</b>
<b>Expenses</b>					
Regular Education	-	-	-	8,585,422	10,148,478
SPED	-	-	-	202,859	515,804
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,788,281</b>	<b>10,664,282</b>
Management and General	-	-	-	2,236,554	2,133,809
Fundraising	-	-	-	-	529
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11,024,835</b>	<b>12,798,620</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(33,983)</b>	<b>525,847</b>
<b>Support and Other Revenue</b>					
Contributions	-	-	-	264,476	7,434
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	17,333	75,853
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>281,809</b>	<b>83,287</b>
Total Unrestricted Revenue	-	-	-	11,272,661	13,407,754
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11,272,661</b>	<b>13,407,754</b>
<b>Change in Net Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>247,826</b>	<b>609,134</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,752,662</b>	<b>5,000,488</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,000,488</b>	<b>5,609,622</b>

# APPENDIX F: Ed Corp Fiscal Dashboard

## AMBER CHARTER SCHOOL (COMBINED)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	-	-	-	2,265,306	1,438,786
Instructional Personnel	-	-	-	3,366,913	4,125,689
Non-Instructional Personnel	-	-	-	192,549	878,706
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	<b>5,824,768</b>	<b>6,443,181</b>
Fringe Benefits & Payroll Taxes	-	-	-	1,781,195	1,954,145
Retirement	-	-	-	-	219,116
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	448,500	1,311,473
Staff Development	-	-	-	67,909	110,903
Professional Fees, Consultant & Purchased Services	-	-	-	777,894	751,910
Marketing / Recruitment	-	-	-	46,499	49,357
Student Supplies, Materials & Services	-	-	-	371,222	245,367
Depreciation	-	-	-	371,119	420,419
Other	-	-	-	1,335,729	1,292,749
<b>Total Expenses</b>	-	-	-	<b>11,024,835</b>	<b>12,798,620</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	-	875	987
Final Chartered Enrollment (includes any revisions)	-	-	-	629	744
Actual Enrollment - <b>GRAPH 4</b>	-	-	-	607	737
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	-	-	-	18,107	18,079
Other Revenue and Support	-	-	-	464	113
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>18,571</b>	<b>18,192</b>

##### Expenses

Program Services	-	-	-	14,478	14,470
Management and General, Fundraising	-	-	-	3,685	2,896
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>18,163</b>	<b>17,366</b>
% of Program Services	0.0%	0.0%	0.0%	79.7%	83.3%
% of Management and Other	0.0%	0.0%	0.0%	20.3%	16.7%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	<b>2.2%</b>	<b>4.8%</b>

#### Student to Faculty Ratio

	-	-	-	10.1	9.8
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#### Faculty to Admin Ratio

	-	-	-	4.3	2.9
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#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.0	0.0	0.0	2.8	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	0	0	0	919,450	2,292,222
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	8.2%	17.1%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	1.9	2.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Good	Good

#### Quick (Acid Test) Ratio

Score	0.0	0.0	0.0	1.9	2.7
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	Good	Excellent

#### Debt to Asset Ratio - GRAPH 7

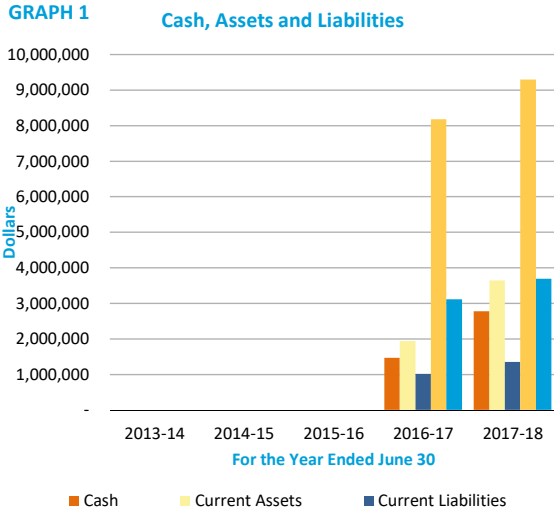
Score	0.0	0.0	0.0	0.4	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	LOW	LOW
Rating (Excellent > 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	Excellent	Excellent

#### Months of Cash - GRAPH 8

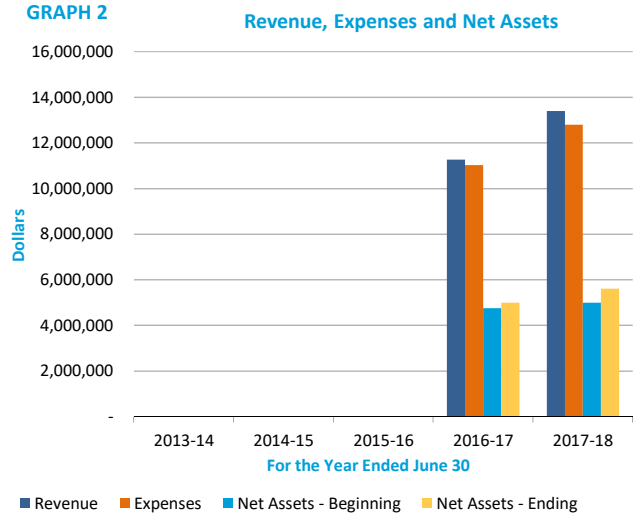
Score	0.0	0.0	0.0	1.6	2.6
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	Good	Good

# APPENDIX F: Ed Corp Fiscal Dashboard

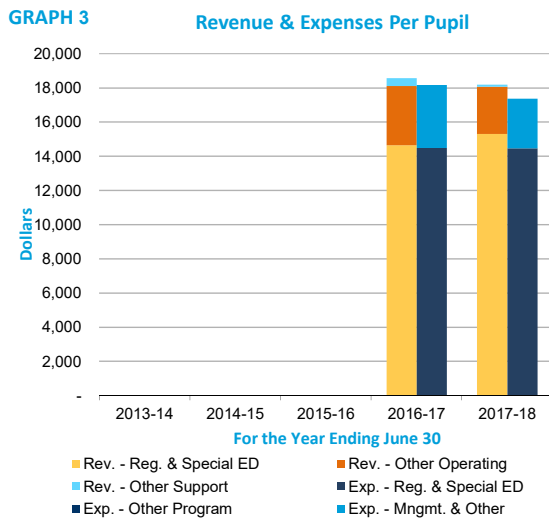
## AMBER CHARTER SCHOOL (COMBINED)



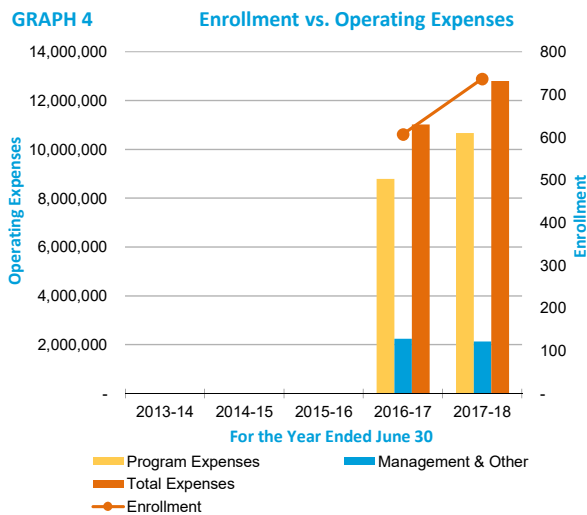
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

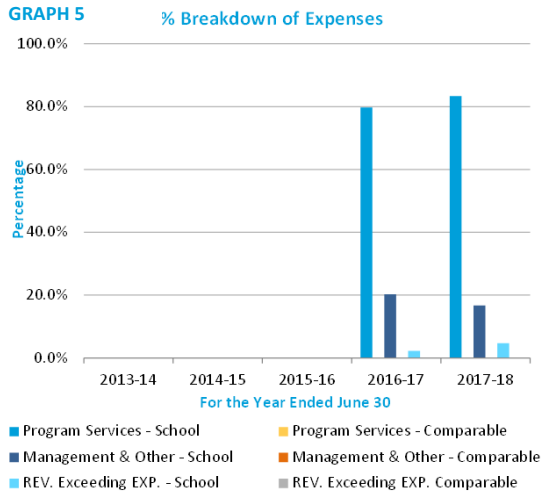


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

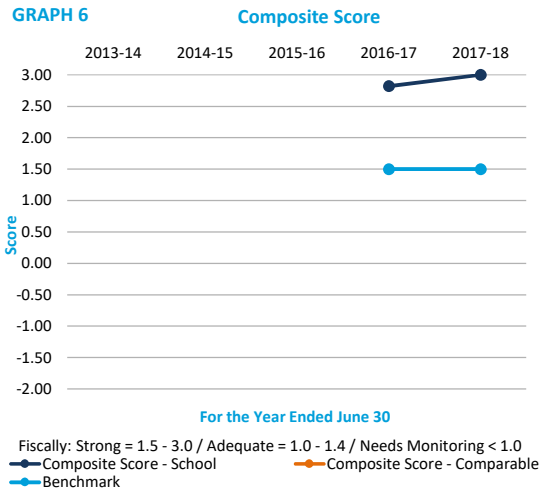
# APPENDIX F: Ed Corp Fiscal Dashboard

## AMBER CHARTER SCHOOL (COMBINED)

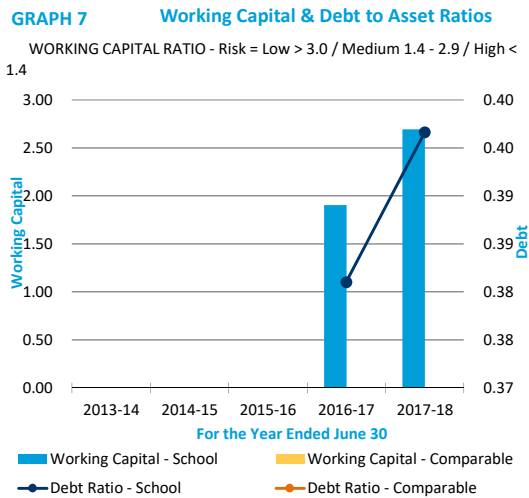
Comparable School, Region or Network: -



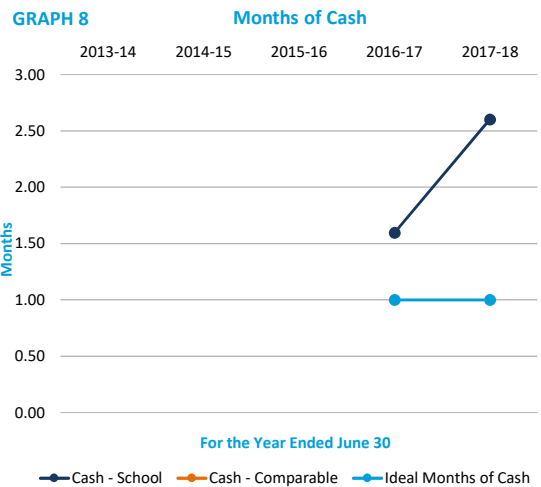
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

